

**CHAPTER-IV****RESEARCH PROCEDURE**

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## CHAPTER-IV

### RESEARCH-PROCEDURE

#### IV.1 INTRODUCTION :

The researcher discussed the place of English in India in Chapter-II. He has taken a brief review of related literature in Chapter-III. Chapter-II and III deal with the theoretical background of the study undertaken. In this chapter, the researcher proposes to discuss the research procedure adopted for the study undertaken by the researcher.

#### IV.2 NATURE-OF-THE-PROBLEM :

The problem undertaken by the researcher is "A Critical Study of Teaching English at the Upper Primary Stage (Marathi Medium) in Gadhinglaj Tehsil."

Since the main objective of the present study is to collect, analyse and to interpret the facts about the existing conditions, prevailing practices, beliefs and attitudes that are affecting the teaching of English as a third language, the present study is mainly a descriptive survey. Therefore, the researcher has decided to make the use of the survey method of research.

#### IV.3 NATURE-OF-THE-DATA-TO-BE-COLLECTED :

The research taken on hand was a critical study of teaching English at the upper primary stage (Marathi Medium) in Gadhinglaj Tehsil. The researcher, therefore, decided to collect the data as follows :

Data concerning -

- 1) methods used for teaching English at the upper primary stage.
- 2) preparation of teachers who teaches English at the stage.
- 3) use of educational aids while teaching English at the stage.
- 4) ways and means of evaluating the students' achievements in English at the stage.
- 5) to find out the shortcomings, if any, in teaching of English.
- 6) the perception of teachers regarding the objectives of teaching English at the stage.
- 7) the perception of teachers regarding the fundamentals of acquiring the language.
- 8) various ways to introduce new words, structures and English sounds to the students at the upper primary stage.
- 9) various ways to develop the four basic skills of the students at the stage.
- 10) perception of teachers regarding mother-tongue and teaching of English at the stage.

#### **IV.4 RESEARCH-TOOLS-AND-TECHNIQUES :**

As the problem undertaken for research is of descriptive survey type, the researcher has used the following data-gathering devices.

- i) A teacher questionnaire
- ii) An interview schedule
- iii) A class-room observation-schedule
- iv) A visit-schedule.

A brief description of each tool is given below :

i) A-Questionnaire :

The questionnaire was prepared to get information from English teachers of upper primary stage (Marathi medium) in Gadhinglaj Tehsil. The questionnaire is given in Appendix 'A'.

The researcher while demonstrating for "Primary Teachers' Association of English" in Gadhinglaj and in Ajara Taluka in 1979, 1980, 1981 and 1983, noted the difficulties that the teachers face while teaching English. Frequently, to find out the difficulties, he has the discussions with the teachers; with a single teacher and a group of teachers, too. The researcher, then conceived an idea of constructing a questionnaire which would deal with the objectives of teaching English and the methods to achieve the objectives at the upper primary stage (i.e. Stds. V to VII) and the problems concerned with it. The researcher, then, constructed a questionnaire which is divided in eleven parts. There are eighty-two questions in all. It was necessary to construct a lengthy questionnaire in order to discuss all pros and cons in this concern. The researcher had to consult teachers of English and experts in order to remove unwanted items in the questionnaire and to bring the questionnaire in its final form.

The eleven parts of the questionnaire are as follows :

- i) General information about the teacher.
- ii) Objectives of teaching English.
- iii) The fundamentals of acquiring the language.
- iv) Various skills.

- v) Evaluation of understanding the passage lesson.
- vi) Grammar.
- vii) Composition.
- viii) Poetry
- ix) Mother-tongue and teaching of English.
- x) Various methods.
- xi) Points that are not covered in the questionnaire and which are useful to the investigation.

These eleven parts included eighty-two questions in all. The following table (Table No. IV.1) classifies these questions as per their purpose.

TABLE No. IV.1

CLASSIFICATION OF QUESTIONS IN THE QUESTIONNAIRE

Part No.	Question Number	Purpose of the Question
1.	1	To know the general information about the school.
	2 to 6	To know the general information about the teacher i.e. name, qualifications and experience.
2.	1 to 2	To know the objectives of teaching English, their realisation and extend of realisation.
	3 to 4	To know the causes for not realisation and to know what extend 'the methods of teaching English' responsible for the same.
3.	A, 1	To know how for the fundamentals of language true to the English language.
	2 to 4	To know the different ways the teachers use to help the pupils to develop the sound system, their problems of pronunciation and characteristics of good classroom speech.

TABLE No. IV.1 (Contd..)

Part No.	Question Number	PURpose of the Question
	B	To know how the teachers teach structures.
	a, 1 to 3	To know how they present the structures, how they create visual situations, verbal situations and the place of Bilingual Method in presenting structures.
	b, 1 to 5	To know how they help in practising structures and the place of drills, their kinds, ways to practise structures by reading by writing and while teaching new words.
	c, 1 to 2	To know how the teachers create situations to help the pupils to apply structures and the place of framing questions correctly.
	d	To know the difficulties while teaching structures.
	C 1 to 4	To know the ways to introduce new words, expanding vocabulary, various games, ways for practising vocabulary and to know the difficulties teachers face in this concern.
4.	A	To know the place of multi-skill approach at the early stage.
	B, 1 to 5	To know the efforts made by the teachers to develop the listening skill, the place of translation method, direct method, bilingual method and the difficulties.
	C 1 to 8	To know the efforts made by the teachers to develop the speaking skill, oral work and difficulties.
	D 1 to 3	To know the efforts made by the teachers to develop the reading skill, precautions and difficulties.
	E 1 to 4	To know the efforts made by the teachers to develop the writing skill, precautions and difficulties.
5.	1	To know the efforts made by the teachers to evaluate the understanding the passage.
6.	1 to 4	To know the efforts made by the teachers to teach grammar, and the difficulties they face.

TABLE No. IV.1 (Contd..)

Part No.	Question Number	Purpose of the question
7.	1 to 4	To know the efforts made by the teachers to teach composition and the difficulties they face.
8.	1 to 3	To know the efforts made by the teachers to teach poetry and the difficulties they face.
9.	1 to 6	To know the place of mother-tongue in teaching English.
10.	1	To know the teaching methods and their use with their frequency.
	2 to 4	To know the inability in using appropriate methods in class-room situations and find out the difficulties in using them.
11.	1	To know the points not covered in this questionnaire but useful for investigation.

The researcher made a list of upper primary schools in Gadhinglaj Tehsil. There are 73 upper primary schools. Two of them are English medium schools and three of them are Urdu medium schools. These five schools were deleted from the list. And there remained 68 schools on the list. (Please see Appendix 'B').

The researcher discussed with the Education Officer for Gadhinglaj Tehsil about this research. He had also discussed on the questionnaire with them. The Education Officer for the Tehsil pleased and offered the researcher a hand for help for this research. The researcher, then, with the help of him called for all the teachers who were teaching English at the upper primary stage in Gadhinglaj Tehsil. There were two reasons for this meeting. One of them was to discuss with the teachers about this research; its objectives and significance

and the other was to request them personally to give their hand in this research programme by filling in the questionnaire. Out of 68 Marathi medium schools in Gadhinglaj Tehsil, 56 schools had participated in this meeting. It means 82.35% schools were present at the meeting. Moreover 12 schools which didn't participate the meeting had no teachers of English then as they were being sent under training for B.Ed.Course. There were 68 out of total number of 80 teachers of English in the meeting. This meant that 85.00% of teachers were present at the meeting.

Though the questionnaire included a covering letter in which the concerned teachers were appealed to fill in the questionnaire carefully and all the instructions were given which would help them to fill in the questionnaire even then the researcher explained them the various questions which they found difficult to comprehend.

After explaining in detail, a period of two months was given to the teachers to record their responses in the questionnaires. The researcher had to contact the teachers over and over again so as to see if the teachers had filled in the questionnaires. The researcher had to visit the schools atleast twice a week.

The researcher after a period of two months could collect 68 questionnaires. It meant, all the teachers who had attended the meeting had responded by filling in the questionnaire. The percentage of questionnaires collected falls to 100.00%. The names of the teachers with their schools is given in Appendix 'C'.





### ii) An Interview-Schedule :

The researcher interviewed seventeen teachers (25%) with the help of interview-schedule. He also interviewed five experts from the Colleges of Education. There were two experts from Junior Colleges of Education and three experts from Senior Colleges of Education. Interview schedule is given in Appendix 'D' and the list of teachers interviewed in Appendix 'E'. The researcher has also made use of Interview technique for conducting interview, he has prepared an interview schedule the purpose of taking interview was to verify the data collected through questionnaires.

### iii) An-Observation-Schedule :

The researcher also prepared an observation schedule to observe lessons in English of the English teachers in upper primary schools . For the purpose of observation the researcher had visited the schools. It was a kind of spot observation. Since the topic of research is concerned with the teaching of English at the upper primary stage the researcher had observed the English lessons of the teachers to verify the data. The observation schedule laid stress on the methods of teaching English and the steps involved in these methods. The researcher observed seventeen lessons (25% of the teachers) in all covering, seven lessons of Standard V, six lessons of standard VI and four lessons of Standard VII. The observation schedule is given in Appendix 'F', and the list of teachers with their schools whose lessons were observed is given in Appendix 'G'.

iv) A-Visit Schedule :

The researcher had also visited seventeen schools. The researcher had taken a great care in selecting those schools from which the teachers of English had not attended the meeting. They had also not fill in the questionnaire. The schedule was prepared and used in order to know the availability of books,teaching aids and equipments for the teaching of English in the schools at the upper primary stage. The visit schedule is given in Appendix 'H'.

Thus, data was collected with the help of these four tools namely questionnaire, interview schedule, observation schedule and visit schedule. Data collected with these tools was compared and contrasted in order to establish validity, reliability and objectivity in this research study.

IV.5 ANALYSIS-AND-INTERPRETATION  
OF-DATA-COLLECTED :

The researcher after a period of two months could collect 68 questionnaires. The percentage of the questionnaires collected comes to 100.00%. Since the topic of research on hand is of descriptive nature the researcher had used the measures of descriptive statistics such as mean, median standard deviations etc.

The 68 questionnaires were analyzed in 58 tables. After this analysis and interpretation, conclusions were listed and generalisations were drawn, then the suggestions of the present research were formulated.

**IV.6 CONCLUDING REMARKS :**

In the foregone paragraphs, the researcher has described the nature of the problem and the procedure of the research work. While doing so, he has also described the tools, he has used for gathering the required data for the research problem on hand. The data, thus collected are analysed and interpreted with the help of tables and descriptive statistical measures in the next chapter - 'Analysis and Interpretation of Data'.